**Halifax County Schools - Elementary School Lesson Plan**

**ELA Unit 1 Week 2**

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| **Subject: Reading** | **Teacher:** | **Grade Level: 3** | **Date(s): September 5 – September 9**  Holiday on 9/5/16 |
| **Curriculum Area:** | ELA | **I Can Statements & Learning Targets (I can…):** | * work with a partner to discuss what was read during “Read to Self” * ask and answer questions to demonstrate understanding of a narrative text * use context clues to understand unknown words while reading or listening to reading |
| **Content:**  Common Core Standards & Essential Standards | **ELA Common Core Standards**  **RI 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**    RF3.4c – Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.    SL 3.1b - Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | **Technology Standards & Resources:** | [iPad apps to explore for word work](http://langwitches.org/blog/wp-content/uploads/2012/08/apps-grid-ipad.pdf)  English-Zone.Com - Quiz 1  <http://www.english-zone.com/vocab/vic01.html>  English-Zone.Com - Quiz 2  <http://www.english-zone.com/vocab/vic02.html>  Context Clues Games and Activities for Elementary Students  <http://www.gamequarium.com/readquarium/contextclues.html> |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | * Why is it important to ask questions that matter? * How can an ability to work with partners support learning in all content areas? * How can using context clues help me to better understand what I am reading? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Use question stems for 3rd grade. Keep close by on a clipboard to refer to throughout your whole group, collaboration, and small group instruction. As you listen to student talk about their reading, use the question stems to guide their thinking based on what you are observing and hearing from them during instruction.  [3rd Grade Common Core Question Stems](https://docs.google.com/document/d/1CmAUdEljVNWpBcm2PWJCqwtx2zMODIgAvDtxVez_kbg/edit?usp=sharing)  [Common Core Question Stems Bookmarks](http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf) |
| **Vocabulary:**  Academic/Content | **Read/Discuss with someone**: A task where students discuss with a partner what they read during “Read to Self” in order to support comprehension    **Text based question**: Questions that are text dependent and rely upon close reading of the text    **Context clues:** The words around an unknown word that can provide clues to its meaning | **Teacher Resources:** | [Formative Assessment Ideas](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)  [Brain Break Ideas](https://docs.google.com/document/d/11cmdJLRTiL5zCtH6_4o-Cj1fnGXoHVsSvedwGFj75Yg/edit?usp=sharing)  [Student Engagement Activities](https://docs.google.com/document/d/14Eq1EvH_4qlAaAePToCUfCRY2TV-aQ0CZPc9ncwrlSQ/edit?usp=sharing)  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  ***Students build stamina reading independently. Students keep a log of reading: title, genre, pages read, brief reflection.***    ***Students should be reading a variety of good-fit informational texts. As students read, encourage them use the CAFÉ menu of reading strategies to support their comprehension.*** | **Read to Someone**  ***Students read with a partner during small group instruction. Partner checks for understanding by using question stems to ask reader about the reading.*** | **Listen to Reading**  ***Students listen to a model reader read aloud text. They may also answer questions after reading, record their own reading to listen to, write a reflection in their Daily 5 journal.*** | **Word Work**  ***Launch Word Work using Daily 5 instruction from the book:***  See The Daily 5 book By Gail Boushey and Joan Moser (provided by Halifax County Schools)    ***Add rigorous word work activities weekly.***  ***Start with giving the students an Alpha Box or other word collector sheet and model how to collect words as they read.***  [***Daily Cafe: Word Collector Sheet***](http://www.thedailycafe.com/legacy/public/file/ABC_word_collector%5B1%5D.pdf)  [***FCRR Word Study Graphic Organizers***](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Vocab_3.pdf)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Work on Writing**  ***Students may choose their own topic and type of writing or choose from teacher a bank of prompts. Record writing in their Work on Writing Journals.***  ***Or***  ***Teacher may assign a topic carried over from their writing block instruction.*** |

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| **Monday**  **Subject Integration:** | **Whole Group** -  Labor Day: School Holiday | **Small Group** -  Labor Day: School Holiday | **Independent Work** -  Labor Day: School Holiday |
| **Tuesday**  **Subject Integration:**  Apply RI standards to Science or Social Studies Content with these lessons at teacher discretion. | **Whole Group** -  [3rd Grade Unit 1 Week 2 Tuesday Lesson](https://docs.google.com/document/d/1hVBRY7QBySV3JAnJahx5w9wAk6omNRTp3DafxhZEUXg/edit?usp=sharing%20) | **Small Group** -  During independent Daily 5 tasks, teachers will administer individual mClass assessments and/or work with students on establishing individual reading goals. | **Independent Work** -  see lesson plan link  Daily 5 |
| **Wednesday**  **Subject Integration:**  Apply RI standards to Science or Social Studies Content with these lessons at teacher discretion. | **Whole Group** -  [3rd Grade Unit 1 Week 2 Wednesday Lesson](https://docs.google.com/document/d/1-N4OOZJQjZoRL8K7a_ybT2lDlr9tOtIUCNNLHeGiri4/edit?usp=sharing) | **Small Group** -  During independent Daily 5 tasks, teachers will administer individual mClass assessments and/or work with students on establishing individual reading goals. | **Independent Work** -  see lesson plan link  Daily 5 |
| **Thursday**  **Subject Integration:**  Writing, Language, Speaking and Listening | **Whole Group** -  [3rd Grade Unit 1 Week 2 Thursday Lesson](https://docs.google.com/document/d/1NRNWX0P7bTvCOcbcgNwrtuOskSeqHTP94I6MEn3Y574/edit?usp=sharing) | **Small Group** -  During independent Daily 5 tasks, teachers will administer individual mClass assessments and/or work with students on establishing individual reading goals. | **Independent Work** -  see lesson plan link  Daily 5 |
| **Friday**  **Subject Integration:**  Apply RI standards to Science or Social Studies Content with these lessons at teacher discretion. | **Whole Group** -    [3rd Grade Unit 1 Week 2 Friday Lesson](https://docs.google.com/document/d/1_tr7CGzDbHTqR5yPfUu68MvU7_QwoA5TvEtjVzs7UeE/edit?usp=sharing) | **Small Group** -  During independent Daily 5 tasks, teachers will administer individual mClass assessments and/or work with students on establishing individual reading goals. | **Independent Work** -  see lesson plan link  Daily 5 |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |